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her limbs. And while the infection, penetrating with moist venom, begins to steal over her senses and thrills her bones with fire, ere yet her spirit has quite felt the flame through her whole bosom, she speaks more gently, and as mothers are wont, shedding many tears about her daughter and the Phrygian marriage."

It would take too long to quote from the introduction the author's suggestions regarding the use to which it is intended the book shall be put in the class room. Suffice it to say that into two brief pages Mr. Collar has contrived to condense many helpful suggestions, the fruit of long experience. For teachers the chief significance of these two volumes would seem to lie in the fact that they exhibit the method by which a teacher eminently successful in accomplishing the ends for which all are striving succeeds in reaching his results. In spite of much evidence to the contrary, most teachers believe that the study of the classics should result in a finer sense for language and an enlarged power of expression in English, and any tried contribution to that end ought to be thankfully received.

F. H. H.

Exercises in Greek Prose Composition. Based on Xenophon's Anabasis, Books I—IV. By WILLIAM R. HARPER, Ph.D., LL. D., and Clarence F. Castle, Ph.D. New York: American Book Co.

Prefixed to the exercises in this book is a chapter of suggestions on composition, consisting of clearly expressed statements of various constructions and idioms which the beginner needs to have in mind. For the exercises that follow the text furnishes the model and the vocabulary. It is not expected that any class will need to work through all the exercises in the book and accordingly those based on books I and II begin with simpler sentences and gradually lead up to those of more difficult construction. As the sentences are divided they are usually short, but are frequently connected in thought through the paragraph. Following the written exercises there are three groups of easier sentences based on books I—III and designed for oral practice. Finally there is a chapter on "Inductive Studies in the Greek Modes" based on book IV. These consist of groups of typical sentences taken from the first four books of the *Anabasis* followed by "Observations" which the student is expected to verify from the examples. Then follows an exercise for composition, consisting of isolated sentences; and at the end the results of the observations are recapitulated in tabular form.

The exercises seem well adapted to the purpose of the book and they are numerous enough to suit varying demands. It would seem, however, that if the method of recomposition upon which the book is based is to be of real value in cultivating the pupil's power of observation, the foot-notes under the text are somewhat

too numerous. That the pupil has mastered his text should be taken for granted and then for what his own observation cannot give him, he should be taught in the main to rely upon his teacher. If it is too much to expect pupils to become sufficiently familiar with the entire first four books of the *Anabasis*, it would be well to take for a model a smaller portion of the text.

Again the exercises in connexion with the inductive studies, being, so far as the work in composition is concerned, but a return to the old style exercise book, seem too much like an effort to propitiate those who are not yet convinced of the superiority of the newer method, and will hardly be satisfactory to teachers ambitious to lead their pupils further in the work of genuine composition.

The statement of grammatical principles both in the introduction and in the inductive studies is usually very clear and definite. The plan of the work is carefully elaborated and the book gives promise, when submitted to the test of the class room, of fulfilling well the design of the authors.

F. H. Howard.

Die Erhebung Europas gegen Napoleon I. von Heinrich von Sybel. Edited with Introduction and Notes by A. B. NICHOLS, Instructor in German in Harvard University. Size 5 x 7½ in., pp. x + 128. Ginn & Co., Boston.

The study of History is one of the very important subjects of a liberal education, and since the real student of history must be familiar with German, the introduction of a limited amount of historical German into the college curriculum is appropriate and beneficial. The purpose of this book is to furnish material for rapid reading whereby the reader may become acquainted with the style and the vocabulary of writers of history.

In selecting material the editor introduces the reader to one of the most renowned historians of Germany, Prof. Heinrich von Sybel. Heinrich von Sybel was born at Düsseldorf in 1817. On entering the University at Berlin he became a student of von Ranke whose teaching interested him deeply in the study of history and who first led him to write on historical subjects. He finished his university course at Bonn and was there for a short time as Professor of History, thence he removed to Marburg where he occupied a similar position. In 1816 he was called to Munich where a broader sphere was opened to him. Here it was that he organized the first historical seminary in Germany. The government entrusted many important duties to him, one of which was the appointment as secretary of the Historical Commission. In 1861 he was recalled to Bonn and since 1875 he has been Director of the State Archives in Berlin. Several times he has represented the people in the government, 1862-64 and 1871-80 as a member of the Prussian Legislature, 1867 in the Diet for